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I. Introduction

The Practicum training is an essential component of the MPH Program that provides the students with the opportunity to apply concepts learned in the classroom to actual public health programs. The Practicum also helps students gain confidence, competence and a sense of personal achievement and satisfaction while preparing them for gaining better insight into their own personal and professional skills.

II. Policies

1. Practicum Policy

All MPH students are required to satisfactorily complete a 300 hour practical experience as part of the MPH program. PBHL 355 (0 cr.), Orientation to the Practicum site, is a pre-requisite to the Practicum.

The Practicum consists of 2-credit-hours of public health practice which students are expected to register for upon completion of all core and concentration courses. During that semester students are expected to register for no more than a total of 9 credits. Students are allowed to register for the Practicum in the same semester with only one core and/or concentration course along with the seminar course (as long as the course not yet taken does not consist of material needed to effectively undertake the activities of the practicum). To be allowed to register a concentration course along with the practicum, the student needs to seek the approval of the concerned department. In exceptional circumstances, part-time students working full-time who wish to complete their practicum hours over two semesters may petition to do so. The petition must include an approval from the practicum coordinator, academic advisor, chair of the department of concentration, practicum site preceptor and the direct supervisor (if different from the preceptor) and the approval of the organization where the student works. Such students will register for the practicum in the second semester. The petition must be submitted to the practicum coordinator for final approval at least three months before the practicum placement period.

Prior to the practicum, students spend 80 hours of rotation at the selected practicum site in order to fulfill the requirements of PBHL 355 (Refer to Appendix I for PBHL 355 Course description). This course orients students to the health programs and health care facilities of the organization where they will be conducting their practicum. Students rotate among divisions within the health care organization, get insight into the philosophical underpinnings of programs and facilities, understand the mission and objectives of programs and organizations, and interact with staff and clients in an informal or more structured manner.
During the practicum period, the student works under the guidance of a site-based practicum preceptor\(^1\) who agrees to closely supervise and evaluate the work of the student. The student also coordinates closely with his/her departmental practicum advisor who assists in the definition of the practicum objectives and the design of the culminating experience and periodically reviews progress. Throughout the practicum period, the student also keeps the practicum coordinator informed of any issues relating to the practicum. The practicum advisor, preceptor and student (and practicum coordinator if necessary) meet at least once at the beginning of the practicum preferably at the practicum site to discuss the practicum of the student and options of activities/tasks to be assigned to the student.

The focus, substance, and approach of the Practicum will vary depending on the student's area of concentration. However, MPH students of all concentrations are expected to gain field experience during their practicum. In the beginning of the practicum, the students identify 2 MPH core and 3 concentration competencies which they aim to acquire by the end of their practicum. In order for the student to pass the practicum course, s/he needs to acquire at least 4 out of the 5 competencies identified at the outset. The grade for the Practicum is pass or fail. **Appendix II** outlines the core and concentration-specific competencies that students are expected to refer to through the practicum.

Limited practicum opportunities are available within FHS academic departments and centers.

Students are not eligible for graduate assistantships while doing their practicum.

### 2. Practicum Exemption Policy

In cases where students perceive that they have public health experience which is both *relevant* and *sufficient* to their chosen area of concentration, they may petition to be exempted from PBHL 355 and the Practicum.

- The exemption decision needs to be in the student file prior to the advising period of the student’s practicum term. Accordingly, students seeking exemption must submit a Practicum Exemption Form (Refer to **Appendix III** for the form) by the second week of the regular semester preceding their practicum term, together with a two-page report describing how the work experience meets at least three of the applicant’s concentration competencies, and at least two of the MPH core competencies. Actual documentation of tasks accomplished is highly recommended. (Practicum Exemption Forms can be obtained from the Practicum Manual or on the FHS website).
- Students must discuss their Practicum exemption application with their academic advisors and obtain their approval on the form.
- Completed forms must be submitted to the practicum coordinator.

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\(^1\) Preceptors should be practitioners working in positions where public health policies and programs are formulated, developed, implemented, and evaluated. S/He should be a decision-maker in her/his organization and must have the support of the organization’s top-level of management.
- The practicum coordinator sends copies of these applications to the department chairs.
- Practicum exemption applications should be reviewed and decisions made in the departments concerned in the presence of the practicum coordinator prior to the advising week of the practicum semester.
- Discussion of exemption applications and decisions are documented in departmental meetings minutes and on the Exemption Form which is kept on file by the practicum coordinator. Decisions are communicated to the applicants via the practicum coordinator with copies to SSO.

Students exempted from the Practicum are exempted from the practicum as a course but not from the credits.

Students who are not exempted from the Practicum but who spent at least a year at the practicum site can submit a petition to their department of concentration for exemption from PBHL 355 (Refer to Appendix IV for the form).

III. Practicum Procedures

1. Practicum Site Placement and Practicum Progress

The practicum placement process begins one year prior to that of the practicum. The process is coordinated by the practicum coordinator as follows:

- The practicum coordinator develops a list of potential sites and preceptors in consultation with the respective departments between the months of January and February of every year.
- The practicum coordinator organizes a practicum orientation seminar that brings in several practicum preceptors to brief students on their facilities and projects.
- Students are asked to choose the projects/sites of their preference in terms of priority (1 to 3).
- The practicum coordinator schedules an interview for the student with her/his choice of a preceptor at the different sites. When a match between the student's interests and the preceptor’s preference is reached, practicum placement is then confirmed.
- The practicum coordinator sends a formal letter to or meets with the preceptor informing her/him of the general guidelines and the requirements of the practicum as well as her/his responsibilities as a preceptor. A copy of the practicum manual is given to the preceptor.
- Students fulfill the requirements for PBHL 355, unless exempted from this course. Students are required to spend 80 hours of rotation in the summer semester of the year that precedes their practicum if they are due for Practicum in the Fall semester or during the inter-semester break in January if they are due for their Practicum in the Spring Semester, at the selected practicum site in order to fulfill the requirements of PBHL 355. As for scholarship students who are expected to register their Practicum in the Summer Term, they need to complete PBHL355 prior to starting the Practicum and as soon as they are assigned to a Practicum site.
During the practicum, students must spend a minimum of 30 hours per week on site for 10 weeks (30 hours/week). Students must have a 75% time commitment to the activities of the organization in which s/he is doing their practicum (practical experience); the remaining 25% shall be used to fulfill the objectives of the Culminating Experience project (course PBHL398).

Within the first two weeks of the initiation of the Practicum, students complete the Practicum Plan (Refer to Appendix V for the form). Guided by their preceptors, the students identify the activities, the duration of the activities and the outputs they will produce as a result of the activities. Subsequently, the students identify the core and concentration competencies that will be acquired as a result of the implementation of the listed activities. The practicum advisors discuss the plan with the students and once they approve what is written they sign the plan.

Students provide their preceptors, practicum advisors and practicum coordinator a copy of the final practicum plan with the required signatures.

Practicum advisors set regular meetings with students to discuss their progress in the practicum. In case of doubtful progress, the issue is brought up in a meeting involving all parties.

During the 4th week of the practicum period, students review progress of the practicum plan with their preceptors. If it seems unlikely that one of the activities will be accomplished, or the scope of the activities needs to be changed, amendments can be made. However, the amendments must ensure that the 5 initially identified core and concentration competencies do not change and that they are accomplished by the end of the practicum period. Once this midterm progress review is completed with the preceptors, any amendments must be shared with the practicum advisors for input and approval. This process needs to be completed by the start of the 5th week of practicum.

2. Practicum Evaluation

The practicum evaluation aims to evaluate the student’s performance and her/his satisfaction in the practicum experience as well as the preceptor’s and advisor’s evaluation of the practicum experience and practicum site.

2.1 Practicum Completion Report

The student is expected to submit a practicum completion report by the end of the practicum to the practicum advisor and practicum coordinator (Refer to Appendix VI for the form). The student performance in the practicum will be judged as satisfactory or unsatisfactory by the practicum advisor based on the activities and outputs presented in the practicum completion report and their relevance to the identified competencies. The practicum advisor completes the evaluation table at the end of the practicum completion report and sends the report to the practicum coordinator. The evaluation of the practicum advisor is complemented by that of the preceptor presented in the preceptor’s evaluation form of practicum experience. The student passes the practicum if at least 4 out of the 5 competencies are judged to be satisfactorily achieved by the practicum advisor and if no concerns are reported by the preceptor.
2.2 Student Evaluation of the Practicum Experience

Students are required to evaluate their practicum experience in the site by completing the ‘Student Evaluation of Practicum Experience Form’ (Refer to Appendix VII for the form) and submitting it to the practicum coordinator with copies to the student’s practicum advisor at most one week after the completion of the Practicum.

2.3 Preceptor Evaluation of the Practicum Experience

Preceptors are required to evaluate their experience in the practicum by completing the “Preceptor Evaluation of Practicum Experience Form” (Refer to Appendix VIII for the form) and submitting it to the practicum coordinator at most one week after the completion of the Practicum. The practicum coordinator sends a copy to the practicum advisor.

2.4 Practicum Advisor Evaluation of the Practicum Site

Advisors are required to evaluate their experience in the practicum by completing the ‘Advisor’s Evaluation of Practicum site Form (Refer to Appendix IX) and submitting it to the practicum coordinator upon completion of the practicum.

2.5 Evaluation of Practicum sites

The practicum placement process begins in the Spring Semester preceding the academic year in which the practicum takes place. The process is coordinated by the practicum coordinator as follows:
- The practicum coordinator develops a list of potential sites and preceptors in consultation with the respective departments. Every year departments review the lists of sites in a departmental meeting in the presence of the practicum coordinator. Departments decide to keep or suspend sites or probe some to change a preceptor or improve the practicum experience based on student evaluation forms and department advisors’ feedback. They may also suggest additional sites. These discussions and decisions are documented in the minutes of the departmental meetings.
- The practicum coordinator communicates with sites to inquire whether they can host students the following year. Once they confirm, the sites are asked to fill the Practicum Site Form in which information is provided about the preceptor and available projects. The practicum coordinator then organizes the preceptors’ meeting where preceptors brief students due for practicum on their facilities and on potential/available projects.

IV. Responsibilities

1. Student’s Responsibilities
- Meet with the practicum coordinator to discuss practicum needs and areas of interest.
- Attend the preceptors’ meeting.
- Meet with the academic advisor to discuss practicum sites options.
- Discuss the progress of the practicum with the preceptor, practicum advisor and practicum coordinator on a regular basis.
- Ensure that all required practicum forms are fully completed and submitted to the practicum coordinator on time.
- Observe the internal rules and regulations of the practicum site.
- Maintain ethical behavior.

2. **Practicum Coordinator’s Responsibilities**
   - Explain the Practicum policies and procedures to the students.
   - Maintain and update a profile of potential practicum sites.
   - Announce the list of potential practicum sites to students due for practicum.
   - Organize a meeting where sites present themselves and their projects.
   - Meet with students to inform them of relevant due dates.
   - Facilitate students’ meetings with the practicum preceptors.
   - Carry out all official correspondence with all concerned parties (the student, preceptor and practicum advisor) to confirm the practicum site and objectives.
   - Maintain records of students’ practicum forms.
   - Resolve any conflict in relation to the practicum.

3. **Department Practicum Advisor’s Responsibilities**
   - Discuss practicum placement choices with the students and assist them to select the site most appropriate to their educational needs.
   - Assist the students in identifying realistic objectives for their practicum.
   -regularly meet with the students to discuss practicum progress and activities.
   - Meet with the preceptors and students at least once in the beginning of the practicum.
   - Mark the practicum completion reports
   - Mentor the students

4. **Preceptor’s Responsibilities**
   - Provide the students with a brief overview of the practicum site during the Orientation to the practicum, such as the organizational chart, mission and vision, programs and population served.
   - Explain work rules and procedures.
   - Secure a work space within the host organization.
   - Make data systems and resources available to be used by the students.
   - Assist the students in filling out the practicum plan, namely the columns dedicated to the activities, duration and outputs.
   - Participate in the mid-term assessment process and meet with the students to amend certain activities if necessary (without affecting the identified competencies).
   - Meet with the students, practicum advisors (and practicum coordinator if necessary) in the beginning of the practicum period to discuss the practicum.
   - Solve any problems that the students face at the site.
   - Be accessible to the students and have sufficient time to supervise, direct and support them.
   - Meet regularly with the students to follow up on progress.
- Arrange for the students to attend internal and external meetings where useful for their practicum.
- Where the organization’s regulations allow, provide the students with a monthly stipend, agreed upon with the practicum coordinator.
- Discuss students’ performance with the practicum advisors.
- Review the students’ practicum completion reports.
- Review the students’ work and complete the Preceptor Evaluation Form.
APPENDIX I
Course Description
This course will orient students to the health programs and health care facilities where they will be conducting their practicum. Students will rotate among divisions within the health care organization, get insight into the philosophical underpinnings of programs and facilities, understand the mission and objectives of programs and organizations, and interact with staff and clients in an informal or more structured manner.

Course guidelines
- All full-time and part-time MPH students who are required to complete a practicum experience will be required to register for the Orientation to Health Programs and Health Care Facilities (PBHL 355) as part of their degree requirements.
- During this course students will be placed in a health organization/facility of their choice, and they will be working under the aegis of a specifically identified individual who will act as the coordinator for the total period required for the summer rotation.
- Students will be expected to complete a 3-4-week rotation period (total of 80 hours) in the facility they choose.
- The substance and approach of the summer experience will vary depending on the student's area of concentration and her/his specific educational needs.
- Once students start their rotation, they are expected to report to the preceptor of their site who will be responsible for both evaluating and supervising the rotation process. No further follow-up from FHS faculty is anticipated.
- The student will be held accountable for the completion of the requirements of the course as set and agreed upon prior to the initiation of the summer by the practicum coordinator and the site coordinator.
- Student’s final evaluation of this course will be based on the preceptor judgment of the student performance and completion of the course requirements. If the student does not “pass” this course, s/he cannot register for the practicum.

Credit Requirements
- By the end of the Orientation, each student is expected to submit an Orientation Completion Report, detailing the activities done during the 80 hours of Orientation, with a clear timeframe of each activity. The report needs to be approved by the preceptor and submitted to the Practicum Coordinator by email 3 days after the end of the Orientation.
- The course is offered as a zero credit with a pass or fail requirements.
APPENDIX II
A. MPH Core Competencies

CC1  Analyze the biological, physical, social, economic, and political determinants of a health issue.
CC2  Apply basic statistical methods to analyze data.
CC3  Demonstrate knowledge of basic epidemiological designs.
CC4  Identify the basic elements of a healthy environment.
CC5  List the behavioral factors influencing health status of populations.
CC6  Demonstrate knowledge of managerial functioning.
CC7  Analyze health care systems and policies.
CC8  Design and conduct a research project.
CC9  Identify implications of research and intervention for public health policy.
CC10 Communicate health information to diverse audiences.
CC11 Apply ethical principles in public health practice.
CC12 Adopt a multidisciplinary approach in assessing, researching, and responding to public health issues and needs.
CC13 Apply relevant theory learned in course work to real-life situations.
CC14 Critically assess the interplay of theory and practice in public health.
B. MPH Core Competencies mapped to Core Course Learning Objectives

1. Analyze the biological, physical, social, economic, and political determinants of a health issue

SB 7 Describe the role of social and community factors in both the onset and solution of public health problems.
SB 8 Identify the pathways through which social factors affect the health of individuals and populations.
SB 11 Apply basic theories, concepts and models from a range of social disciplines that are used in public health research and practice.
SB 5 Specify multiple targets and levels of intervention for social and behavioral science programs and/or policies.
SB 12 Analyze influences of current development approaches on health.

EPI 12 Define basic public health terms (including symptoms where relevant)

EPI 13 Describe the general categories of biological agents associated with infectious and communicable disease.
EPI 14 Explain the role of biological agents in health and disease.
EPI 15 Identify risk factors for non-communicable diseases and implications for disease control and prevention.

2. Apply basic statistical methods to analyze data

BIOS 1 Describe the roles biostatistics serves in the discipline of public health.
BIOS 2 Distinguish among the different measurement scales and the implications for selection of statistical methods to be used based on these distinctions.
BIOS 3 Apply descriptive techniques commonly used to summarize public health data.
BIOS 4 Describe basic concepts of probability, random variation and commonly used statistical probability distributions.
BIOS 5 Apply common statistical methods for inference.
BIOS 6 Describe preferred methodological alternatives to commonly used statistical methods when assumptions are not met.
BIOS 7 Apply descriptive and inferential methodologies according to the type of study design for answering a particular research question.
BIOS 10 Apply statistical software for describing and analyzing public health data.
BIOS 8 Interpret results of statistical analyses found in public health studies.

3. Demonstrate knowledge of basic epidemiological designs

EPI 1 Explain the importance of epidemiology for informing scientific, ethical, economic and political discussion of health issues.
EPI 2 Describe a public health problem in terms of magnitude, person, time and place.
4. Identify the basic elements of a healthy environment

**EH 1** Specify approaches for assessing, preventing and controlling environmental hazards that pose risk for human health and safety.

**EH 2** Describe the direct and indirect human, ecological and safety effects of major environmental and occupational agents.

**EH 3** Specify current environmental risk assessment methods.

**EH 4** Describe local and global regulatory programs, guidelines and authorities that control environmental health issues in Lebanon and the region.

**EH 6** Identify major occupational risks in the workplace.

**EH 7** Appraise control measures for occupational hazards in the workplace.

**EH 12** Explain effects of globalization on health and the environment.

**EH 5** Describe the interaction of constituents of the physical and social environment.

**EH 8** Identify the interlink between environmental protection and sustainable development.

5. List the behavioral factors influencing health status of populations

**SB 10** Identify the behavioral determinants for health behaviour change.

**SB 11** Apply basic theories, concepts and models from a range of behavioral disciplines that are used in public health research and practice.

**SB 5** Specify multiple targets and levels of intervention for social and behavioral science programs and/or policies.

**SB 13** Describe the merits and limitations of health behaviour change interventions.

**CC1** Demonstrate ability to think critically

6. Demonstrate knowledge of managerial functioning

**HCS 3** Demonstrate leadership skills for building partnerships and to use team building skills to enhance work team performance.

**HCS 4** Describe principles of strategic planning in public health.

**HCS 5** Use systems thinking for resolving organizational problems.
HCS 10 Introduce the principles of budgeting and financial statements

7. Analyze health care systems and policies

HCS 1 Identify the main components and issues of the organization, financing and delivery of health services and public health systems with emphasis on Lebanon and the region.
HCS 2 Make use of quality and performance improvement concepts to address organizational performance issues.
HCS 8 Identify data needs and limitations of health care systems

8. Design and conduct a research project

RD 1 Distinguish different research approaches.
RD 2 Formulate a research question.
RD 3 Apply the appropriate research approach to a particular research question pertaining to public health.
RD 4 Discuss components and steps of a research proposal.
RD 5 Demonstrate competence in identifying, obtaining, and critically reviewing literature from a variety of sources.
RD 6 Choose the appropriate research methodology for a research question of interest.

RD 7 Develop a research proposal.
CCt Demonstrate ability to think critically.

9. Identify implications of research and intervention for public health policy

HCS 6 Discuss the policy making process for improving the health status of populations.
SB 3 Challenge the assumptions used in defining, addressing, and evaluating health issues.
SB 4 Identify critical stakeholders for public health intervention.
HSC 9 Describe the health policy making process with special focus on weak states.

10. Communicate health information to a diverse audience

CS 2 Demonstrate inter-personal communication skills (problem solving, listening, conflict resolution and decision making) in diverse cultural context or settings.
CS 3 Facilitate group process.
CS 1 Identify ways to improve health care provider-client communication.
CS 5 Develop materials for dissemination of a health message.
CS 4 Produce and deliver effective oral (including non-verbal) and written materials to an audience of their choice.
CS 6 Specify steps needed to develop and disseminate a health message to varied audiences (professionals, the media, policy makers, and the public).

11. **Apply ethical principles in public health practice**

   HCS 7 Describe the legal and ethical bases affecting the delivery of health services.
   SB 6 Explain a social justice perspective to public health.
   BIOS 9 Apply ethical principles to data management and analysis.
   EPI 11 Identify and discuss ethical principles for the collection, maintenance, use and dissemination of data and information.
   EH 11 Appraise ethical considerations in environmental and public health.
   CS 7 Apply ethical principles to the presentation and communication of public health messages.

12. **Adopt a multidisciplinary approach in assessing, researching, and responding to public health issues and needs**

   SB 1 Distinguish a population perspective from an individual perspective.
   SB 14 Describe steps for the planning, implementation and evaluation of public health programs, policies and interventions.
   EH 9 Identify ways that public health interventions and practitioners can engage in environmentally sound practice.
   EH 10 Analyze the interplay between environmental health and other public health disciplines.

13. **Apply relevant theory learned in course work to real-life situations**

14. **Critically assess the interplay of theory and practice in public health**
Epidemiology & Biostatistics
Learning Objectives mapped to Competencies

A. EB Concentration Competencies

By the end of the MPH program, students in the Epidemiology and Biostatistics concentration program should be able to:

- **EBC1** Understand the epidemiology of selected communicable and non-communicable diseases
- **EBC2** Evaluate epidemiological studies
- **EBC3** Conduct epidemiological research
- **EBC4** Manage and analyze epidemiological data
- **EBC5** Synthesize, discuss and communicate epidemiologic findings
- **EBC6** Apply ethical principles in all stages of epidemiological research and professional practice

B. Courses Learning Objectives mapped to EB Concentration Competencies

**EBC1** Understand the epidemiology of selected communicable and non-communicable diseases

- Identify public health problems pertinent to the global, regional, and local population.
- Demonstrate knowledge of the distribution and determinants of selected diseases and/or public health problems
- Discuss the interrelationship between communicable and non-communicable diseases, as well as infectious and chronic diseases
- Identify common public health interventions and prevention programs
- Identify methodological issues related to the measurement, prevention and control of diseases

**EBC2: Evaluate epidemiological studies**

- Assess the quality of various databases and peer-reviewed journals
- Analyze the advantages and disadvantages of various study designs
- Distinguish between various epidemiological measures of association
- Recognize the utility of various epidemiological measures of association
- Apply STROBE guidelines to evaluate the reporting of observational epidemiological studies
- Critique and evaluate the quality of submitted and published epidemiological work
**EBC3: Conduct epidemiological research**
- Generate relevant research questions and hypotheses from given epidemiological data sets
- Apply epidemiological principles and methods to design and plan studies

**EBC4: Manage and analyze epidemiological data**
- Use ‘SPSS’ and ‘STATA’ statistical packages resourcefully.
- Organize, clean and manage epidemiological data
- Appraise the quality and validity of epidemiological data
- Prepare a plan of analysis appropriate to research question(s) /objective(s)/ hypothesis(es)
- Conduct advanced statistical analysis appropriate to study design and research objectives

**EBC5: Synthesize, discuss and communicate epidemiologic findings**
- Interpret and summarize results of advanced statistical analyses of epidemiological data.
- Synthesize research findings in an oral and written format
- Prepare written reports and oral presentations to communicate research findings across multiple sectors of the professional and lay community
- Recommend evidence-based public health interventions in response to epidemiological findings and tailored to targeted communities
- Apply ethical principles in all stages of epidemiological research and professional practice.
Health Promotion and Community Health
Learning Objectives mapped to Competencies

A. HPCH Concentration Competencies

By the end of the MPH program, students in the Health Promotion and Community Health concentration program should be able to:

- **HPC1** Demonstrate knowledge of key health promotion principles
- **HPC2** Conduct appropriate needs assessment
- **HPC3** Plan appropriate health promotion interventions
- **HPC4** Implement strategies that mobilize communities to undertake health promotion initiatives
- **HPC5** Implement and evaluate health promotion research and programs
- **HPC6** Communicate effectively with diverse stakeholders
- **HPC7** Contribute to knowledge transfer and policy development
- **HPC8** Apply ethical principles in health promotion research and professional practice

B. Courses Learning Objectives mapped to HPCH Concentration Competencies

**HPC1: Demonstrate knowledge of key health promotion principles.**
Health promotion practitioners should be able to:
- Describe basic principles of relevant health promotion theories
- Demonstrate application of the ecological framework
- Identify main principles of public health ethics
- Describe the historical developments in health promotion
- Critique current approaches to community development
- Identify environmentally sound practices in community health promotion projects
- Describe national and international developments in the health promotion field

**HPC2: Conduct appropriate needs assessment.**
Health promotion practitioners should be able to:
- Apply theoretical frameworks/models to identify determinants and assess needs of communities
- Use assessment tools for different populations and settings
- Identify sources of local data on health promotion programs
- Identify community assets and resources
- Prioritize health issues for a health promotion intervention.

**HPC3: Plan appropriate health promotion interventions.**
Health promotion practitioners should be able to:
- Suggest ways of involving community members, stakeholders and organizations in program planning, monitoring and evaluation
- Identify ways to facilitate community partnerships within and outside the health sector
- Plan a feasible health promotion program based on theory and evidence
- Formulate appropriate and measurable objectives for health promotion programs
- Select and design evidence-based health promotion strategies
- Apply theoretical and conceptual models from health education and related disciplines to program planning
- Select and design the appropriate educational strategy for health promotion interventions
- Plan and deliver operational competency oriented and theoretically (or conceptually) based training programs
- Draft a plan for a health promotion campaign
- Demonstrate professionalism (creativity, sensitivity, initiative, flexibility, cooperation and professional integrity)
- Work as part of a team
- Develop a plan to manage human and other resources
- Prepare a budget for a health promotion intervention

**HPC4: Implement strategies that mobilise communities to undertake health promotion initiatives.**

Health promotion practitioners should be able to:
- Discuss ways to solicit the participation of those who will affect or be affected by community health development programs
- Engage in dialogue with communities based on trust and mutual respect
- Advocate with and for individuals and communities to improve their health and wellbeing
- Use community organizing principles to guide community development practice
- Analyze the influence of state development policies and practices on community health and development
- Discuss ways to apply bottom-up or participatory community development practices

**HPC5: Implement and Evaluate health promotion research and programs**

Health promotion practitioners should be able to:
- Use a variety of strategies to implement interventions and programs
- Plan and implement rigorous quantitative and qualitative research
- Use data management tools
- Monitor programs and adjust objectives
- Apply theoretical and conceptual models in health promotion evaluation
- Plan for effective participatory evaluation with community members and relevant stakeholders
- Prepare a budget for program evaluation activities

**HPC6: Communicate effectively with diverse stakeholders**

Health promotion practitioners should be able to:
- Communicate effectively orally and in writing to a range of audiences considering culture, gender, age, ethnicity, etc.
Present research findings to lay and professional audiences
Create graphic presentation of evaluation findings
Use the media and advanced technologies to communicate health promotion information
Apply group interpersonal skills (negotiation, team work, motivation, conflict resolution, decision making, and problem solving skills)
Apply communication theory, principles and methods in the assessment and development of health promotion materials.
Field test / evaluate materials for health promotion with priority populations
Compare approaches for dissemination of health promotion materials
Develop facilitation / training skills

HPC7: Contribute to knowledge transfer and policy development
Health promotion practitioners should be able to:
- Determine how national priorities impact individual and community health
- Provide strategic policy advice on health promotion issues
- Write clear and concise evidence-based policy statements and briefs for health promotion issues
- Advocate for health and social equity for individuals and communities
- Conduct a stakeholder analysis for a selected public health issue.

HPC8: Apply ethical principles in health promotion research and professional practice
Health Management and Policy
Learning Objectives mapped to Competencies

A. HMP Concentration Competencies

By the end of the MPH program, students in the Health Care Management track (within the HMP concentration) should be able to:

HMC1 Utilize health information systems to support decisions enhancing organizational performance
HMC2 Demonstrate ability to interpret and analyze financial information
HMC3 Carry out economic assessment of health care programs and system performance, using appropriate economic frameworks and methods
HMC4 Apply performance improvement concepts and tools to measure and enhance performance in health care organizations
HMC5 Demonstrate ability to integrate and synthesize health information to plan, implement and evaluate interventions and programs
HMC6 Analyze the health policy cycle and its applicability to the local and regional context
HMC7 Demonstrate ability to transfer knowledge and communicate evidence to policy makers
HMC8 Apply ethical principles in health management and policy research and professional practice

B. Courses Learning Objectives mapped to HMP Concentration Competencies

HMC1: Understand and apply health information systems to support decisions enhancing organizational performance.
- Define health information systems and examine their evolution within the healthcare field
- Understand the role and appreciate the value of information technologies in revolutionizing healthcare delivery, administration, education, and research
- Distinguish the main types of patient care information systems available in the market
- Analyze obstacles and success factors for implementing and integrating information and decision technologies in healthcare
- Discuss ethical aspects and privacy issues related to health information systems
- Critically analyze the role that information systems play in reducing medical errors and improving the quality of health care

HMC2: Demonstrate ability to interpret and analyze financial information.
- Describe the contents, interpret and analyze financial statements of health care provider organizations.
- Compute and interpret financial ratios.
- Demonstrate ability to conduct costing and pricing analysis of health care services and contracts.
• Determine the profitability of services and financially evaluate alternative services/products.
• Develop a basic understanding of working capital management.
• Contribute to financial strategic and operational planning.
• Communicate financial data to a professional and lay audience.
• Conduct financial projections and cost-volume-profit analysis.
• Describe the different schemes pertinent to capital financing.
• Use financial reporting for decisions making.
• Describe the ethical considerations in health care financial management.

**HMC3: Carry out economic assessment of health care programs and system performance, using appropriate economic frameworks and methods.**

- Examine the special features of medical care as a commodity.
- Assess the demand and supply of health and medical care services.
- Analyze the economic basis for the behavior of medical care providers
- Describe the functioning of insurance markets.
- Apply economic evaluation techniques in health care settings taking into consideration ethical principles.
- Examine the role of and economic justification for government involvement in the medical care system.
- Analyze the characteristics leading to market failure in the health care context.

**HMC4: Apply performance improvement concepts and tools to measure and enhance performance in health care organizations.**

- Discuss the historical evolution of quality improvement in health care.
- Describe the centrality of creating a culture of quality for the success of any quality improvement initiative.
- Integrate the planning process and its application in performance improvement.
- Conduct planning, implementing, monitoring and evaluation activities.
- Identify, define and use the appropriate quality improvement tools needed for performance improvement.
- Choose and properly define the appropriate indicators for quality improvement.
- Define and discuss the various employee performance improvement functions.

**HMC5: Demonstrate ability to integrate and synthesize health information to plan, implement and evaluate interventions and programs.**

- Integrate the planning process and its applications in performance improvement.
- Conduct planning, implementing, monitoring and evaluation activities.
- Contribute to financial strategic and operational planning.
- Analyze obstacles and success factors for implementing and integrating information and decision technologies in healthcare.
HMC6: Analyze the health policy cycle and its applicability to the local and regional context.
- Discuss the different stages in the policy process (i.e. problem definition and agenda setting; policy instruments, implementation, evaluation).
- Develop skills in the methodology of health policy analysis.
- Apply both relevant theory and empirical skills to selected contemporary problems in health policy.
- Assess the variety of policy instruments available to decision makers to solve policy problems at the policy formulation stage (national, regional and international levels).

HMC7: Demonstrate ability to transfer knowledge and communicate evidence to policy makers.
- Understand the major influences or determinants of policy (i.e., interests, institutions and ideas).
- Understand the politics of health policy making and the relationship between policy and politics.
- Apply critical thinking while analyzing and evaluating health policies.
- Prepare and communicate Policy Briefs and Briefing Notes to Ministers of Heath.
- Understand the different methods that knowledge translation platforms use in promoting research evidence into policy.

HMC8: Apply ethical principles in health management and policy research and professional practice.
- Discuss ethical aspects and privacy issues related to health information systems.
- Describe the ethical considerations in health care financial management.
- Apply economic evaluation techniques in health care settings taking into consideration ethical principles.
APPENDIX III
**AMERICAN UNIVERSITY OF BEIRUT**  
**FACULTY OF HEALTH SCIENCES – MPH PROGRAM**  
**PRACTICUM EXEMPTION FORM**

*Instructions to Students:* Complete this form and return it to your Practicum Coordinator. You will be responsible for reviewing your request with your Academic Advisor. Please attach supporting documents to this form.

**STUDENT'S INFORMATION**

Name: 

ID Number: 

Expected Date of Graduation: 

Area of Concentration: 

Academic Advisor at FHS: 

**REASON(S) FOR EXEMPTION** (you may check more than one)

- [ ] MD (previously earned)
- [ ] Graduate Degree (previously earned)
- [ ] 2 or more years of experience relevant to your MPH Degree

**PREVIOUS OR CURRENT WORK EXPERIENCE**

Position/Title: 

Organization: 

Address: 

Supervisor's Name: 

Supervisor's Telephone No: 

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**Description of Work Experience**

Please attach a 2-page report signed by you, in which you:

1. Choose at least 2 core competencies and 3 concentration competencies (for the competencies, refer to Appendix II) and describe the specific duties and responsibilities which helped you acquire each of the identified competencies. The table below can be used as a guide.

2. Discuss the impact and relevance of your work experience to the MPH Degree in general and to your specific Area of Concentration, in particular

3. Indicate the duration of work (starting and ending dates)

<table>
<thead>
<tr>
<th>COMPETENCIES Addressed</th>
<th>LEARNING OBJECTIVES (LO)</th>
<th>TASKS AND RESPONSIBILITIES (That helped you acquire each competency)</th>
<th>OUTPUTS (Evidence of the implemented tasks)</th>
</tr>
</thead>
<tbody>
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</table>

Student's Signature: ..........................................................  

Date: ..........................................................

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**FOR THE USE OF THE EXEMPTION COMMITTEE**

**DECISION**

___ Exempted

___ Not Exempted

Remarks and Comments

Committee Members’ Signatures:

........................................................................................................

........................................................................................................

........................................................................................................

........................................................................................................

Date: ..........................................................

28
APPENDIX IV
Instructions to Students: Complete this form and return it to your Practicum Coordinator. Please attach supporting documents to this form.

STUDENT'S INFORMATION

Name: 
ID Number: 
Expected Date of Graduation: 
Area of Concentration: 
Academic Advisor at FHS: 

REASON(S) FOR EXEMPTION (you may check more than one)

☐ MD (previously earned)
☐ Graduate Degree (previously earned)
☐ 2 or more years of experience relevant to your MPH Degree

PREVIOUS OR CURRENT WORK EXPERIENCE

Position/ Title: 
Organization: 
Address: 
Supervisor's Name: 
Supervisor's Telephone No: 
**Description of Work Experience**

Please attach a 2-page report signed by you in which you:

1. Describe the specific duties and responsibilities of each position you have held
2. Indicate the duration of work (starting and ending dates)

Student's Signature: ..................................................

Date: .................................................................

---

**FOR THE USE OF THE EXEMPTION COMMITTEE**

**DECISION**

___ Exempted

___ Not Exempted

Remarks & Comments

Committee Members’ Signatures:

...........................................................................................................
...........................................................................................................
...........................................................................................................
...........................................................................................................

Date: .................................................................
APPENDIX V
### Instructions to Students:

Describe the competencies you aim to acquire during your proposed practicum (3 concentration competencies and 2 core competencies), referring to the required competencies (Appendix II), the activities you plan to implement and the outputs you aim to produce in order to achieve these competencies. You will be evaluated on the basis of how successful you are in acquiring these competencies at the end of your Practicum.

- **Student’s Name:**
- **Student ID:**
- **Practicum Site:**
- **Preceptor:**
- **Practicum Advisor:**

<table>
<thead>
<tr>
<th>COMPETENCIES ADDRESSED (Core and concentration competencies)</th>
<th>COMPETENCY RELATED TO PRACTICUM OR CE?</th>
<th>LEARNING OBJECTIVES (LO)</th>
<th>ACTIVITIES (What will you do to achieve this competency?)</th>
<th>DURATION (Specify start and end date)</th>
<th># OF HOURS (Clearly separating Practicum and CE hours)</th>
<th>OUTPUTS (How will you demonstrate to have acquired the competency?)</th>
<th>MIDTERM ASSESSMENT² (0 TO 3)</th>
<th>SIGN OFF</th>
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² 0= does not meet expectation; 1= partially meets expectation; 2= meets expectation and 3= exceeds expectation
ADMINISTRATIVE ISSUES

Inclusive dates of Practicum:
From: --------------------------------- to: --------------------------------- 

Schedule of Practicum:
Days/ week: ---------------------------------
Hours/ Day: --------------------------------- 6hrs/day (while ensuring to maintain a minimum of 30hrs/week)

Stipend:
-------- No -------- Yes  
Amount: ---------------------------------- 

Student's Signature: ---------------------------------- 
Date: ---------------------------------- 

Preceptor’s Signature: ---------------------------------- 
Date: ---------------------------------- 

Practicum Departmental Advisor Signature: ---------------------------------- 
Date: ---------------------------------- 

Practicum Coordinator’s Signature: ---------------------------------- 
Date: ---------------------------------- 


APPENDIX VI
INSTRUCTIONS: Upon the completion of the practicum, the student fills sections A and B of this form. Section C is to be completed by the Practicum Advisor. Once all sections are filled, the student submits the form to the Practicum Coordinator and Practicum Advisor.

Student

Practicum Site

Area of Concentration

Preceptor

Semester & Year of Practicum

Practicum Advisor

A- PRACTICUM COMPLETION REPORT

I- Introduction:
   a. Describe the organization where you did your Practicum (up to 150 words)
   b. Describe the public health issues addressed during the Practicum (not the CE project but the other day-to-day tasks implemented during the practicum), their significance, how they fit with the purpose of the organization (up to 250 words)

II- Personal Assessment:
   a. For each of the competencies you mentioned in your Practicum Plan, discuss your role in the projects and activities implemented as part of the practicum and which you think made you achieve that specific competency (up to 800 words)
   b. Discuss barriers to implementing the tasks specified in the Practicum Plan and how those barriers were addressed. Also discuss the opportunities and how someone else can build on the work accomplished (up to 250 words)

III- Conclusion and recommendations: and any further action/s you recommend for the site to do in the near future (up to 250 words)

IV- Appendices (if any)
### B- Assessment of Achievement of Competencies (to be filled out by the student)

To what extent do you agree that the implemented activities allowed you to achieve linked competencies?

<table>
<thead>
<tr>
<th>YES/NO</th>
<th>Comments (it is mandatory to comment if the answer is NO)</th>
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<tbody>
<tr>
<td>CORE 1 (NUMBER AND TEXT OF COMPETENCY)</td>
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<tr>
<td>CORE 2 (NUMBER AND TEXT OF COMPETENCY)</td>
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<tr>
<td>CONCENTRATION 1 (NUMBER AND TEXT OF COMPETENCY)</td>
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<tr>
<td>CONCENTRATION 2 (NUMBER AND TEXT OF COMPETENCY)</td>
<td></td>
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<tr>
<td>CONCENTRATION 3 (NUMBER AND TEXT OF COMPETENCY)</td>
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</tbody>
</table>

### C- Student Performance Evaluation (to be filled out by the practicum advisor)

Referring to your student’s practicum completion report, how would you rate the achievement of the competencies through the activities/tasks implemented and outputs delivered?

<table>
<thead>
<tr>
<th>YES/NO</th>
<th>Comments (it is mandatory to comment if the answer is NO)</th>
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</thead>
<tbody>
<tr>
<td>CORE 1</td>
<td></td>
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<tr>
<td>CORE 2</td>
<td></td>
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<tr>
<td>CONCENTRATION 1</td>
<td></td>
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<tr>
<td>CONCENTRATION 2</td>
<td></td>
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<tr>
<td>CONCENTRATION 3</td>
<td></td>
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</tbody>
</table>
APPENDIX VII
Instructions: This form is to be completed by the student and submitted to the Practicum Coordinator upon completion of the practicum.

Student

____________________________

Area of Concentration

____________________________

Practicum Site

____________________________

Preceptor

____________________________

Practicum Advisor

____________________________

Semester & Year of Practicum ____________________________

A- Practicum Logistics

Please answer with Yes or No

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
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</table>

Please answer with Always, Sometimes or Never

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<tr>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
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</tbody>
</table>

Please answer with Always, Sometimes or Never

<table>
<thead>
<tr>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
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<tbody>
<tr>
<td>☐</td>
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</table>
6. Adequate resources were available on-site to complete my project

7. My preceptor, practicum advisor & practicum coordinator were collectively able to solve problems that I faced

8. The guidance I received from my academic advisor was adequate

9. The guidance I received from my preceptor was adequate

**B- LEARNING EXPERIENCE**

10. I was able to apply knowledge & skills gained in course work

11. I was able to use interpersonal communication skills effectively

12. I was able to apply problem solving skills

13. The practicum experience enhanced my Understanding of public health as a profession

14. The practicum experience helped me develop my career objectives

15. I was encouraged to participate in the decision-making process

16. I was able to identify opportunities & obstacles influencing public health practice

17. I was able to identify ethical issues

18. The practicum experience enhanced my
ability to adapt to new situations

C- GENERAL

Please answer with Yes or No

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
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19. I would recommend this site for future practicum

20. What suggestions do you have for improving this Practicum experience?

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

Signature: ________________________________       Date: _____________________________
APPENDIX VIII
Instructions: This form is to be completed by the preceptor and submitted to the practicum coordinator upon completion of the practicum.

Student _____________________________________________

Preceptor ______________________________________________

Practicum Site __________________________________________

Date ____________________________________________________

A- Practicum Logistics

Please answer with Yes or No

1. The guidance the student received from his/ her practicum advisor was adequate □ □

2. The project was completed in the time allotted □ □

3. The amount of work I had to put in was reasonable □ □

Please answer with Always, Sometimes or Never

4. There was adequate communication between the student, the practicum advisor, the practicum coordinator and myself □ □ □
### B- Student Performance

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Very good</th>
<th>Good</th>
<th>Poor</th>
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</thead>
<tbody>
<tr>
<td>The student was satisfactorily attending to her/his duties</td>
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<tr>
<td>The student took responsibility for her/his own learning</td>
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<tr>
<td>The student applied acquired knowledge to real life situations</td>
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<tr>
<td>The student demonstrated critical thinking</td>
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<tr>
<td>The student demonstrated creativity in problem solving</td>
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<tr>
<td>The student behaved ethically</td>
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<tr>
<td>The student used communication skills Effectively</td>
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<td>The students demonstrated ability to work effectively within a team</td>
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<td>The student demonstrated social sensitivity</td>
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</table>

How would you rate the overall performance of the student?

### C- Practicum Outcome

*Please answer with Yes or No*

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>15. The outcome of this Practicum was useful for our organization</td>
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<tr>
<td>16. The organization may carry further the student’s work</td>
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### D- General Evaluation

Are you satisfied with the quality of the written report? Please indicate strengths and weaknesses.

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

What suggestions do you have for improving this Practicum experience?
Based on this experience, are you willing to accept more students in the future? Please explain.

______________________________

Signature: ______________________________
APPENDIX IX
AMERICAN UNIVERSITY OF BEIRUT
FACULTY OF HEALTH SCIENCES – MPH PROGRAM

ADVISOR’S EVALUATION OF PRACTICUM SITE

Instructions: This form is to be completed by the advisor and submitted to the Practicum Coordinator upon completion of the practicum.

Practicum Site

Area of Concentration

Preceptor

Semester & Year of Practicum

Practicum Advisor


A- PRACTICUM SITE AND PRECEPTOR EVALUATION

1. The site was satisfactory

2. The preceptor (or delegate) was available
to offer adequate supervision for the student
during the practicum

3. The preceptor showed adequate professional
   skills to supervise the student

4. Do you recommend the site for next year?
B- OTHER COMMENTS (opportunities, obstacles, recommendations related to the student/site)
_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________

Signature: ________________________________       Date: ______________________________